



Utah CCGP – Closing the Gap Results Report (Large Group) 2007-2008

School: Cottonwood High School

Target Group: To introduce online resources to all students

Target Group selection is based upon: Enrolled students

ABSTRACT

The intent of this project is to introduce online resources to all Cottonwood students.

PROJECT DESCRIPTION

Introduction

With the increasing amount of information that is available online it is imperative that our students know how to use online resources. Most college applications, FAFSA forms and scholarships applications are now completed online. Homework help, school activity calendar, graduation progress reports, and attendance are just a few of the many benefits of using web sites. Through parent and student use of Cottonwood's web site we hope to increase student knowledge of resources and improve performance in school.

Participants

All students enrolled at Cottonwood High School.

Method

Students and parents are introduced to Cottonwood's web site through New Student Orientation in the fall. The orientation presentation introduces the web site and a brief overview of what is available on the site. The orientation packet includes a pocket sized reference card that includes the web address, and a more detailed hand out of resources available through the site.

Counselors introduce students to our web site during individual SEOP conferences. During these conferences Counselors use Cottonwood's web site to review online resources with different focuses for each grade level. Students and parents are given a hand out with more specific information for further reference and a pocket sized quick reference guide.

Individual conferences are followed by small group meetings led by our Career Counselor in the Career Center. Students are given a basic overview of Cottonwood's web site through a Power Point presentation which highlights both the Career Center and Counseling Center web page. Students use computers in the Career Center to log on to our web site and time to review resources available. Each student then creates an account on Utah Mentor/Choices and completes grade specific assignments.

RESULTS

Cottonwood students had a total of 1,609 sessions on Choices Planner and Cottonwood's web site had 9,498 hits this school year.

DISCUSSION

In today's technology based world the amount and types of information is changing at an incredible speed. We believe it is important that students leave high school with the knowledge and ability of how to find information. Our Counselors are committed to keeping students up to date on resources available to them. The more information students have, the more opportunities they will have to plan for the future and be successful.



Utah CCGP – Closing the Gap Results Report (Small Group) 2007-2008

School: Cottonwood High School

Target Group: To increase the success of at risk students

Target Group selection is based upon: Students identified as at-risk by counselors.

ABSTRACT

We have continued the small group project we began last year. This project targeted students who were identified as at-risk due to low grade point average, deficient credits and/or poor attendance. The goal was to conduct a weekly meeting with each student, track progress, provide mentoring and motivation to improve performance.

PROJECT DESCRIPTION

Introduction

A high percentage of at risk students drop out of high school. This project will provide support for at risk students that will keep students in school.

Participants

Twenty students in grades 10, 11 and 12 were targeted to participate in this project.

Method

Counselors identified individual students, based on grade point average, deficient credits, and/or poor attendance, who would benefit from one-on-one interventions. Counselors met with each student to offer them the option of participating in this project. Upon agreeing to participate each was referred to our Behavioral Health Assistant. The assistant conducted weekly meetings with each student and reported the students' progress to the referring counselor twice each term. Positive incentives were provided to students as their performance improved.

RESULTS

The average GPA at the time of referral to the end of the 1st term had improved an average of .270. By the end of the third term the average GPA had improved .370 from the time of referral. At the end of the third term eight students raised their grade point over a full letter grade. Some of the most dramatic increases were from a .571 to a 2.08, a 2.12 to a 3.58, and a .54 to a 1.51. Only six students grade point average decreased by an average of .405. One student transferred to Granite Peaks Alternative and five students moved to other schools, two moved out of state and two to other schools in the district and one to a school outside of the district.

DISCUSSION

Fifty percent of the students in this project benefited from individual interventions. The interventions focused on improving academic performance, attendance and social interactions that affect student achievement. The increased support resulted in new behaviors, attitudes and su



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group) 2007-2008

School: Granger High School

Target Group: 10th, 11th, 12th grade students

Target Group selection is based upon: Students needing credit recovery

Key Word: Graduation

ABSTRACT

The purpose of our project is to assist students who need credit recovery to qualify for graduation. Six counselors participated in the snapshot group this year. Our goal is to first help students understand what is required to graduate. Secondly, we want them to be aware of their own status in relationship to the requirements and, finally, what their options are for credit recovery. Because of the diverse needs of our students, we have several opportunities available to them.

PROJECT DESCRIPTION

Introduction

- Our project is to address credit recovery for those students who are deficient in their graduation requirements.

Participants

- 10th, 11th, and 12th grade students needing credit recovery.

Method

- Students meet with their counselor to evaluate their credits and to discuss which credit recovery options would work best for them. A referral may be given for any of the following:
 - Granger High School summer semester
 - Granger High School Learning Center
 - Granger High School A+ computer program
 - Granite Peaks Community Education program
 - Utah Electronic High School
 - Granite Alternative Independent Study

RESULTS

Of the 143 students targeted by the counselors, 131 earned graduation recovery credit. A total of 384 quarters of credit were earned by the group.

DISCUSSION

Students are aware of their status for graduation because they are issued a Progress Toward Graduation report quarterly. Students are advised quarterly to see their counselor for credit recovery options. Letters are also sent home at the end of each term to parents of those students failing classes. In addition, seniors who are off track for graduation are notified quarterly. Because of our student needs (i.e. learning styles, high student mobility, time restrictions with employment, finances, etc.), we have found that the variety of credit recovery programs we offer has made a difference in student success. Counselors meet with their students in individual conferences to assess and make recommendations for credit recovery. A referral is issued for each program the student chooses to access.

We feel like we have had another successful year in our credit recovery programs. Because more students are failing, we feel that these services will continue to be essential. Our Learning Supports Coordinator continues to be a vital part of refining these credit recovery options.



Utah CCGP – Closing the Gap Results Report (Small Group) 2007-2008

School: Granite High School

Project Focus: Improve academic performance measured by passing grades in Geography and Earth Science for 9th graders

Target Group: Any 9th grade student who was failing either of these classes

Contact: Julie Wallace or Karen Brandon **Email:** jawallace@graniteschools.org

ABSTRACT

This project was designed to address grades in geography and earth systems. If students had a failing grade at any point during the quarter they were assigned to attend the lunch time work completion group nicknamed “lunch bunch”.

PROJECT DESCRIPTION

Introduction

Because of the large number of Granite High sophomores thru seniors who are having to do makeup credits in their core subjects we decided that we would try to help our incoming 9th graders to pass more of their core classes the first time around. We decided we had more control of this during their lunch time than after school. Our 9th grade coordinator was the facilitator of this group.

Participants

- Any 9th grade student who was failing geography or earth systems at any point during each quarter.
- Karen Brandon who is our 9th grade coordinator
- The teachers of the core subjects

Method (the What, When and Where and How)

- Karen invited the core teachers to a lunch meeting where she provided the lunch to introduce the idea.
- Teachers provide Karen with a weekly summary of student grades. Karen would send students a weekly note assigning them to the group because of failing grades.
- She determines which students need to attend the “lunch bunch”. The first term she met individually with each student who needed to attend and explained when, where, and why.
- After the first quarter she made class presentations so all students knew what the lunch bunch program was and why they would be assigned to attend.
- Karen gathered worksheets, books and all needed materials so when students arrived during their lunch they had no excuses about why they couldn't work HARD!
- In the beginning our hall security helped escort students from their 2nd period classes to get their lunch and report to the assigned room. The lunch ladies allowed those students to get their lunches 10 minutes early so they had the entire lunch period to work.

RESULTS

1st Term (geography only)

16 students identified
13 attended
11 of those 13 passed
8 students had grades of C- or better (2 with As!)

2nd Term (geography and science)

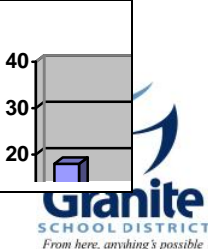
49 students identified
28 attended
25 classes were passed
14 students had grades of C- or better
*Three of the 16 students from 1st term never had a failing grade during 2nd term and didn't need to return to the Lunch Bunch.
A total of 105 sessions were attended by students.

3rd Term

53 students identified
17 attended
31 classes were passed
17 students had C- or better (2 As!)
A total of 93 sessions were attended by students.

DISCUSSION

The lunch bunch program was a raging success. It is time consuming but Karen did a great job of helping our 9th graders understand that 9th grade has a big impact on their progress toward high school graduation. This was our first year to add 9th graders to our high school and this program helped them to understand quickly that they are high school students and needed to take their classes seriously.



Utah CCGP – Closing the Gap Results Report (Large Group) 2007 - 2008

School: Granite Peaks High School

Project Focus: To increase the number of students who can learn how to read a Progress Towards Graduation Summary, chart their own progress towards graduation and take the appropriate classes and other measures in order to graduate.

Target Group: Students who attended the large group PTG orientation at the Beginning of the Year and at Second Semester.

ABSTRACT

This project is targeted towards a group of seniors who attended the Progress Towards Graduation Orientation at the beginning of this year and at second semester for newer students. The purpose is to teach these students and, eventually, all students to learn how to chart and keep track of their own Progress Towards Graduation. We need our students to take the appropriate classes that are needed to graduate. This is a change in philosophy at Granite Peaks High School. Students could take any social studies class and it would count for the core social studies class that they needed in order to graduate. They know have to take the appropriate core class for that credit. The PTG information is given out to all students and their parents in the New Student Orientations given before the start of each new mini term. The intent of this project is to follow up with smaller group meetings.

PROJECT DESCRIPTION

Introduction

The counselors have noticed what seems to be increase in the number of our students' who do not know what they need in order to graduate. Students are taking classes that they have already completed credit in and that are no longer needed for graduation. We want students taking the appropriate classes each mini term, the classes that will help them graduate.

Method

I will use a Progress Towards Graduation worksheet that will be given to all student who attend the Senior Orientation and to any new student that comes to the New Student Orientation. I will teach those students how to read a Progress Towards Graduation report that is generated by the district. They then will be taught how to transfer that information to their own progress worksheet. I will also meet with the students individually and / or in small group SEOP,s and review their progress sheet with them and encourage them to keep track of and to record or check off each class they pass in a mini term or in the Learning Center. A pre and post survey will be given to the students to see if they have learned more about the requirements for graduation and what they need to and what classes they need to take in order to graduate.

RESULTS

The results indicate that most of the students where not totally aware of what is needed for graduation or how to keep track of their credits toward graduation. Only a few knew how to accurately read a Progress Towards Graduation summary sheet. The results of our efforts show about a 40 to 45 percent increase in awareness of these procedures. **Please refer to the survey and survey results for Beginning of the Year and for Second Semester that are attached!!!!**

DISCUSSION

Our efforts handing out student Progress Towards Graduation worksheet and Tracking sheets have indeed helped students learn how to read the progress sheet, make them more aware of what is needed for graduation. Our efforts helped many students to learn how to chart or keep track of their own progress. Many of the students who came to see me at the end of each mini term were able to tell me what classes they needed for the next mini term, classes needed for graduation. Almost all of the early graduates had their Progress Tracking Sheets with them and it was up to date. Results from surveys indicate that students improved their knowledge and understanding of graduation requirements by about 43 percent.

Pre Student Survey 221 Students 9TH, 10TH, 11TH Graders
Progress Towards Graduation - **Second Semester**

Students: Please fill this short survey out and return it to one of the counselors

Do you know how much credit is needed in each subject area in order to meet graduation requirements?

YES (121) **55%** NO (100) **45%**

Do you know how much credit you have earned in each of those subject areas?

YES (83) **38%** NO (138) **62%**

Do you know how to keep track of your own progress toward graduation?

YES (76) **34%** NO (145) **66%**

Do you know to read all of the information on Progress Towards Graduation document?

YES (62) **33%** NO (149) **67%**

Post Student Survey - 221 Students 9TH, 10TH, 11TH, Graders
Progress Towards Graduation - **Second Semester**

Students: Please fill this short survey out and return it to one of the counselors

Do you how much credit is needed in each subject area in order to meet graduation requirements?

YES (171) **81%** NO (50) **19%**

Do you know how much credit you have earned in each of those subject areas?

YES (170) **80%** NO (51) **20%**

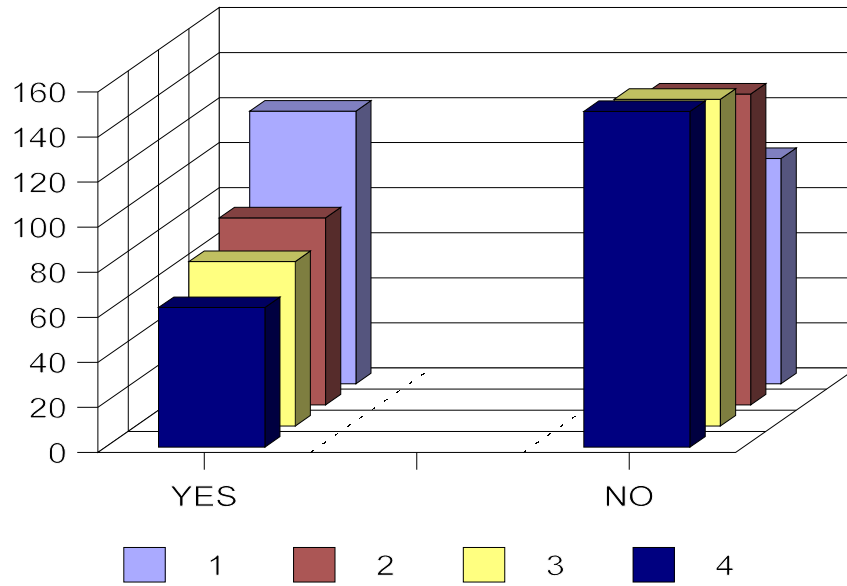
Do you know how to keep track of your own progress toward graduation?

YES (156) **75%** NO (55) **25%**

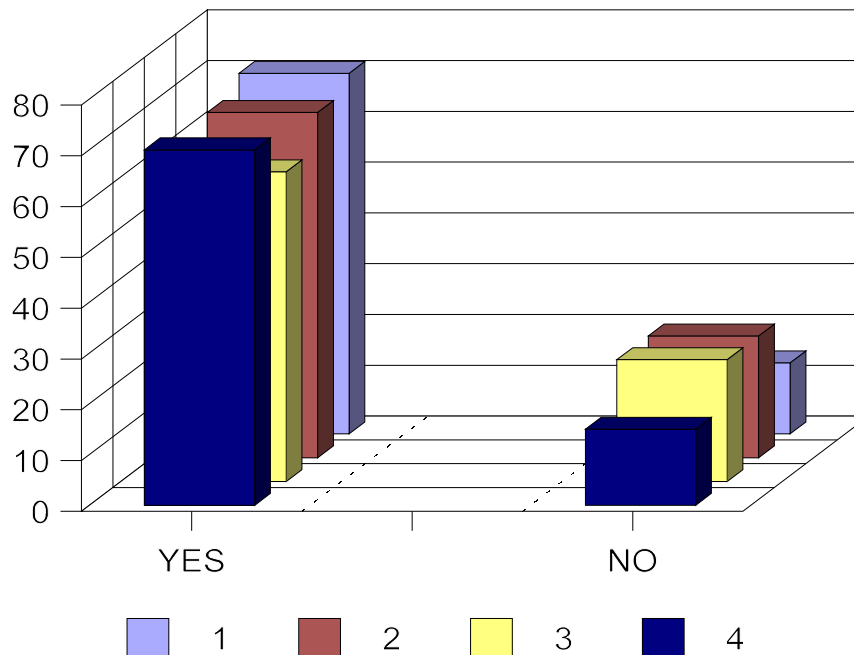
Do you know to read all of the information on Progress Towards Graduation document?

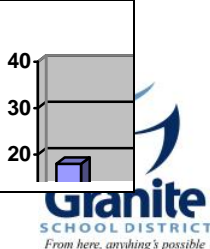
YES (176) **83%** NO (35) **17%**

PRE ALL STUDENT SURVEY PTG,S



POST ALL STUDENT SURVEY PTG'S





Utah CCGP – Closing the Gap Results Report (Small Group) 2007-2008

School: Granite Peals High School

Project Focus: To provide additional information and support to a select group of students to see if that would help and encourage their interest in attending a Post Secondary Training program.

Target Group: Students who attended College Day and/or show a special interest in Post Secondary Training who also have at least a 2.3 cumulative GPA and will graduate from our school.

ABSTRACT

This project is targeted towards a small number of students who attended college day at Taylorsville High School. I intend to do some extra interventions with a few of these students to see if those interventions will help those students or at least encourage those students to apply for post secondary training. Student would have had to attend college day, show an interest, have the possibility of graduating, and obtain at least a 2.3 cumulative GPA.

PROJECT DESCRIPTION

Introduction

We have noticed what seems to be increase in the number of our students' who do not apply for or plan to attend a post secondary training program. I have targeted about 15 students to track and to give extra time, help and encouragement to follow through with post secondary training. This would include application, scholarships, grants, loan, tracking sheets and college information.

I looked at those students who attended college day or who have shown an interest in post secondary training with at least a 2.3 cumulative GPA and enough credits indicating that they would actually have a chance to graduate.

Method

I will meet individually with students who meet the criteria mentioned and ask what their plans are after they graduate. If there is an interest in any type of post secondary training I will put them on my tracking list. I will give each student additional information such as: College Handbooks, ACT Information, College Tracking Sheets, Grant and Loan information, Scholarship Information, and a Career / College Guide. I will also help them with applications as needed. I will meet with them at least once each term to check their progress and continue to encourage them to follow through.

RESULTS

Of the Sixteen students that I met with: Seven or 43% Graduated Early – 8 or 50% Applied for a Post High School program – Six or 38% were undecided at this time and continued working or are planning on entering the work force – Two or 12% transferred to another school or program. There are always many variable to how and why student decided to do things but I think that the results were very good.

SEE ATTACHED CHART

DISCUSSION

I feel that the results were very good. Half of the students did end up applying to some sort of post secondary training program. Three students took the ACT test and all scored a composite score of between 22 and 27. Seven ended up graduating early. Meeting with these students on a regular basis helped them maintain their persistence in reaching their goals. Most felt that the information I gave them at the beginning of the year was helpful and informative. I feel the efforts were well worth it. It is hard to know if they would have been successful with their goals even if I had not met with them but the students appreciated my efforts with and told me that the meetings we had did make a difference in helping them reach their goals. Several indicated that this was the most support that they had ever received in school.

College Day Survey - Pre 75 Students

1. Do you know what Colleges are available to you in Utah?

Yes (22) No (34) Somewhat (19)

2. Do want to go to a college or university once you graduate?

Yes (26) No (28) Not Sure (21)

3. Do you know what admissions requirements are?

Yes (14) No (40) Somewhat (21)

4. What Colleges are you considering? Number of Times Stated

SLCC - 41 USVC - 25 USU - 11 WESTMINISTER - 10 U OF U - 15
WEBER STATE - 21 SNOW - 11 APPLIED TECH. - 21 OTHERS - 25

5. Do you know if those colleges require the ACT test or not?

Yes (12) No (48) Somewhat (15)

6. Do you know how much colleges or universities cost?

Yes (14) No (50) Somewhat (11)

College Day Survey - Post 75 Students

1. Do you know what colleges or universities are available to you in Utah?

Yes (48) No (12) Somewhat (15)

2. Do want to go to a college or university once you graduate?

Yes (39) No (15) Not Sure (21)

3. Do you know what admissions requirements are?

Yes (44) No (11) Somewhat (20)

4. What Colleges are you considering? Responses were similar - a few more showed interest in the major college but SLCC - Snow - USVC - Applied Tech. and Weber State were the top considerations.

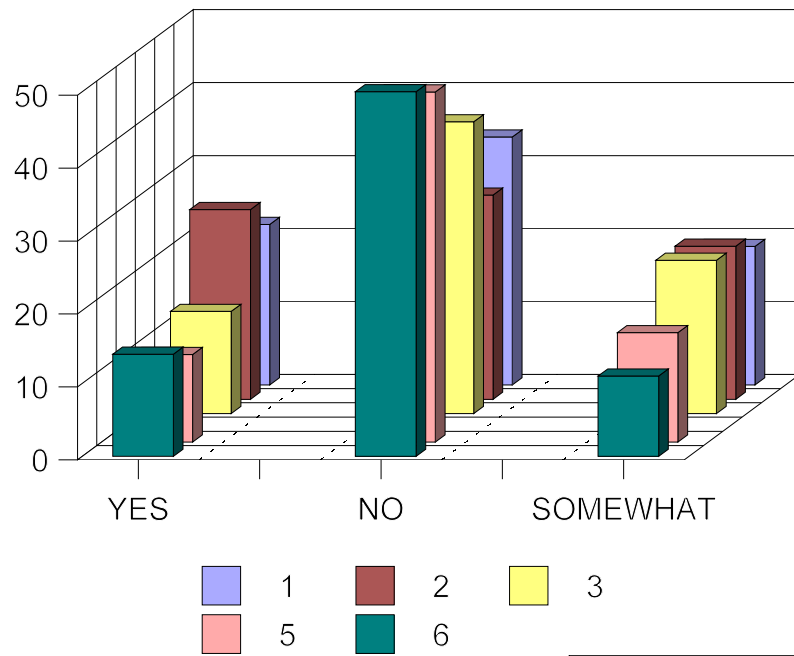
5. Do you know if those colleges require the ACT test or not?

Yes (47) No (9) Somewhat (19)

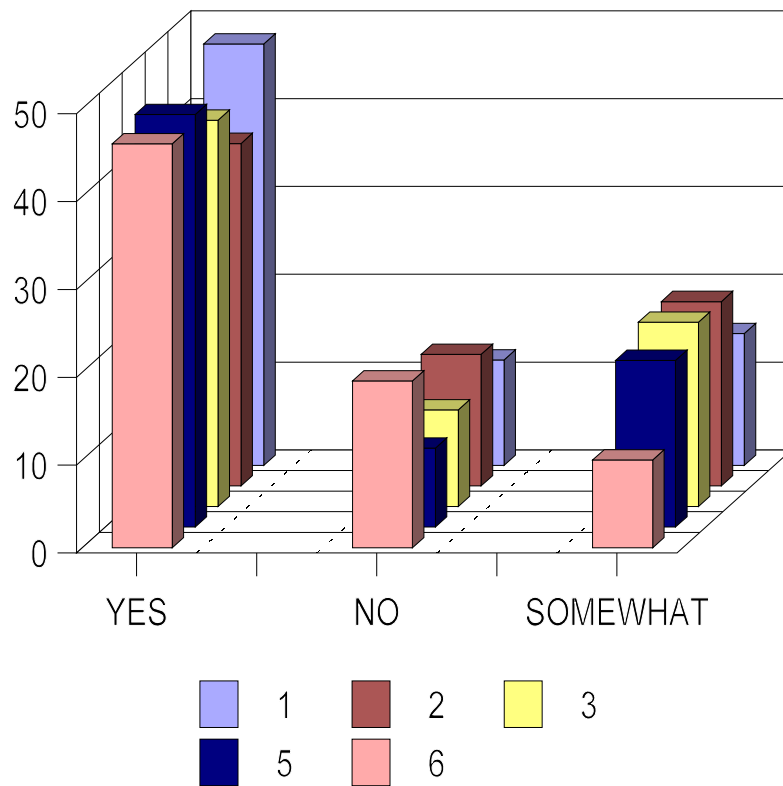
6. Do you know how much colleges or universities cost?

Yes (46) No (19) Somewhat (10)

COLLEGE DAY SURVEY - PRE



COLLEGE DAY SURVEY POST





Utah CCGP – Guidance Activities Results Report (Large Group) 2007-2008

School: Hunter High School

Target Group: 10th Grade Students

Target Group selection is based upon: Desired Results of Student Learning. **Area of Focus:** Literacy and Communication. Students will demonstrate their ability to process, use and express ideas clearly.

ABSTRACT

All 10th grade students at Hunter High need help in transitioning to high school from the junior high, specifically in areas of study skills, time management, planning ahead and goal settings.

PROJECT DESCRIPTION

Introduction

- According to our needs assessment survey there is a general perception for incoming 10th grade students that they have a lack of preparedness for high school. The counselors want to give 10th grade students a jump start for better success in their high school career.

Participants

- All 10th grade students

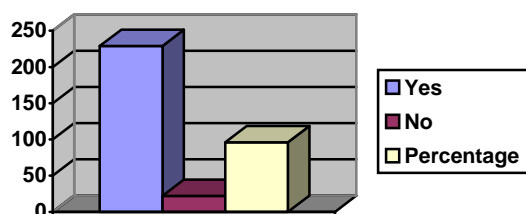
Method

- Presentation on study skills, time management, organization, using my planner, goal setting and how to get good grades.
- Material was written by counselors and pulled from several different sources of information. The booklet, “How To Get Good Grades” was given to each student.
- Presentation given in early fall.
- A post survey was given to measure basic information and understanding of the presentation.
- Given by the Counselors at Hunter High-Claudia Travis, Liz Mangrum, Brett Joos, Marta Cooney, Ed Murrell, Marilyn Kline, Jessica Hook, Jerry Corbett.

RESULTS

We surveyed our 10th grade students during their formal SEOP meeting to ask: “Did you attend the Sophomore Orientation Meeting?” and, “Did you find the information helpful?” Of those students surveyed: 229 students said “yes” and 22 students said “no”. 96% of those surveyed responded that the information offered during the presentation was helpful to them.

10th Grade Students Who Found Information Helpful



DISCUSSION

We feel this information helps better prepare 10th grade students to be more successful in high school. This year we also met with English teachers and gave them a copy of the booklet “How To Get Good Grades” so they could help reinforce the concepts that were taught to the 10th grade students in their classes. In addition, our school is trying to promote Cornell Note Taking in all classes to help students better prepare for test taking and reviewing.



Guidance Activities Results Report (Small Group) 2007-2008

School: Hunter High School

Target Group: 12 Grade Students Needing CPA

Target Group selection is based upon: Desired Results of Student Learning.

Area of Focus: Literacy and Communication. Students will demonstrate their ability to process information.

ABSTRACT

Senior students who were short credit to graduate at the beginning of the school year. A 2.0 CPA is needed to be able to graduate from Hunter High and to receive a diploma.

PROJECT DESCRIPTION

Introduction

- Students needing CPA credit usually would leave their make up CPA credit until the end of the year. The Worth of Education Classes were given as an option and we decided to double the credit to make it more attractive to students and parents.

Participants

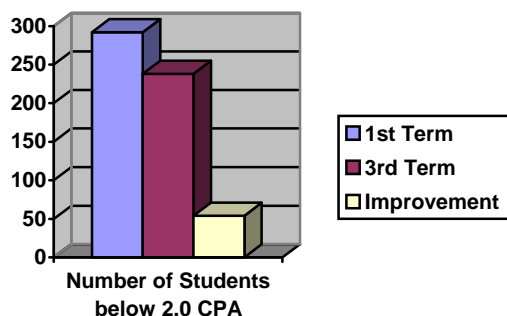
- All 12th grade students short of CPA credit for graduation.

Method

- Presentation on graduation requirements and options for making up CPA, Worth of Education class was given at Hunter High School. This was publicized and permission slips were made.
- Progress Towards Graduation is given to each student with CPA.
- Presentation given in early fall.
- Current CPA was recorded and 4's needed was recorded.
- Given by the Counselors at Hunter High-Claudia Travis, Liz Mangrum, Brett Joos, Marta Cooney, Ed Murrell, Marilyn Kline, Jessica Hook, Jerry Corbett.

RESULTS

In August of this year 292 students were below the 2.0 CPA requirements (44%). As of the end of third term 238 students were below the 2.0 CPA (38%). This is an improvement of 54 students in their CPA. An overall 6% improvement.



DISCUSSION

We are hoping to implement our own Hunter High School "Worth of Education" program and offer this once a month at our school. We have seen the value in having parents and students attend this program and believe that a more ongoing effort can only help our students in the long run.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Olympus High School

Target Group: All junior students

Target Group selection is based upon: Mandated ASVAB administration

Key Word: Testing

ABSTRACT

Evaluation and modification of ASVAB administration. ASVAB was administered during the last of the February USBCT testing, reading section. Make up was offered the following day and interpretation was completed during SEOP process. Procedure was well received by faculty and MEPS coordinators. Attendance was better than anticipated despite the fact that we did not have set consequences for those that were absent. Make up testing was also well attended and did not interfere with USBCT testing.

PROJECT DESCRIPTION

Due to the addition of the AVSAB test as a requirement for all 11th graders, we decided to modify the suggested testing procedure to prevent students from missing 3 days of instruction time. The procedure included having American Studies teachers complete the personal information on the student answer sheets during class time. The testing coordinator organized the classrooms and tests to administer the test during the reading test of the spring USBCT test with a makeup the following day for those juniors that were taking the USBCT or absent.

Introduction

- Innovative method was used to incorporate a new district mandate of testing the entire junior class using the ASVAB test.

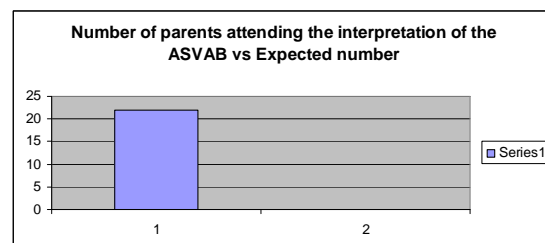
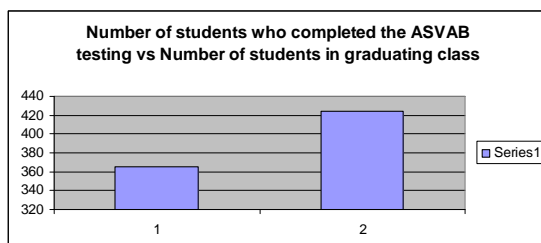
Participants

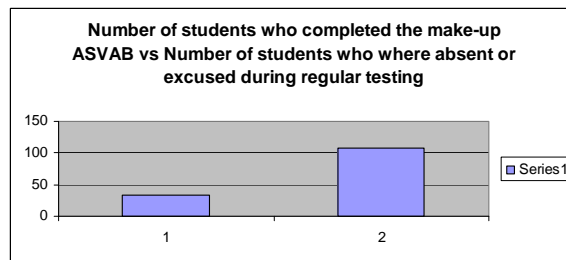
- All junior students
- American Studies teachers, counselors, military representatives, MEPS coordinator.
- Parents

Method

- Coordination with American Studies teachers to complete personal information on answer sheets.
- Coordination with ASVAB and MEPs representatives
- Outline of testing procedures for faculty
- Assignment of teachers, students and military representatives to classrooms
- Notification to parents and students about the SEOP
- Administration of test
- Coordination and administration of make up testing
- Interpretation was coordinated and completed during group SEOPs with junior students.
- Parents included in the SEOP process were also included in the ASVAB interpretation.

RESULTS





DISCUSSION

Based upon the data results we will continue to offer the ASVAB test on the day of the Reading UBSCT test and a make up session on the following Friday. The testing was successful in reaching 86 percent of the junior class with a minimal impact on instruction time. The interpretation which was completed in conjunction with the already scheduled group SEOP was effective in reaching 85 percent of the entire junior class and approximately 90 percent of students who completed the test. The parent participation was a welcome addition to the entire interpretation.



Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)

School: Olympus High School

Target Group: Alternative Students

Target Group selection is based upon: Attendance, Grades, and Behavioral Issues

Key Word: Titan Success School

ABSTRACT

Each counselor is responsible for identifying, tracking, and notifying parents of students who are in academic trouble, have attendance issues or having behavioral problems. The students and parents will meet with their counselor and be placed in the "Titan Success School" for either one quarter or one semester in order to earn credits and get on line for graduation. Students may earn up to 1.25 credits in three mini terms per quarter. The following results show the progress of students who were placed in the "Titan Success School" for the year of 2007-2008.

PROJECT DESCRIPTION

The objective of the "Titan Success School" is to help students who are struggling with academic, attendance, and behavioral issues at Olympus High School. Students will be placed in Titan Success School to provide them with a more individualized academic program so they can return to traditional day school with the goal of graduation from Olympus High School or Granite Peaks High School. Regular attendance is mandatory.

Introduction

- Tracking students who are truant or having difficulty passing classes
- Meeting with parents and students to explain "Titan Success School" to them

Participants

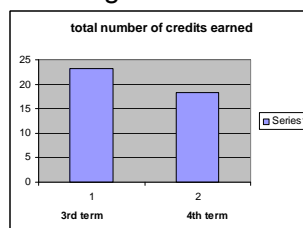
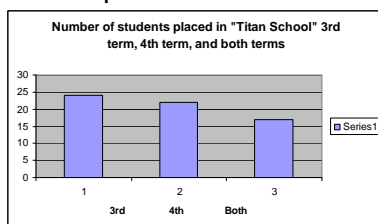
- Sophomore, Juniors, and Seniors who are not on line to graduate
- Coordinator, Clint Salisbury, Olympus Counselors, Vroman, Sullivan, Croxford, Poulton-Timm and Parents of students referred by the counselors.

Method

- The duration of each mini term is three weeks. There are three mini terms per quarter.
- Students may earn up to 1.25 credits per quarter. (not mini term)
- Students will attend periods 4A and 4B and after school classes Monday – Thursday.
- Students must attend on a regular basis.
- Students are not allowed on the campus until 2nd lunch which starts at 12:08.

RESULTS

The following results from Clint Salisbury show that students from Olympus High had success in earning credits from placement in the "Titan Success School" during 3rd and 4th terms of 2008.



DISCUSSION The placement of students in the "Titan School" enabled them to earn on an average of .25 credits per quarter to earning 1.25 possible credits per quarter. This success also enabled them to return to regular day school with the possibility of graduating on time.



Electronic Data Reporting Template

Guidance Activities Results Report (Large Group)

School: Skyline High School, Granite District

Target Group: Health Class Students

Target Group selection is based upon: Guidance Activity

Key Word: Depression and Suicide Prevention

ABSTRACT

The purpose of our project is to determine our effectiveness in presenting the depression and suicide material to all students enrolled in the health classes at Skyline High School. The students were given a pre and post test concerning the concepts learned and the outcomes desired from the counselors' presentation on depression and suicide prevention. The results indicated that the students have a good grasp of the facts and myths surrounding depression and suicide and how they should respond when they or a friend is at risk.

PROJECT DESCRIPTION

The students in the group are made up of the students enrolled in the health classes second semester at Skyline. The class enrollment comprises mostly sophomores and has a average class enrollment of 35. Five health classes were tested. The pre-test was given prior to the counselor coming in to present; the post test was given at the end of the presentation.

The students were given a multiple choice test consisting of ten questions in the pre-test and the post-test had an additional two survey questions about the presentations helpfulness and about how they would respond if they or a friend were in trouble. The responses to these questions were on a 3 -4 point scale.

Introduction

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Participants

The students in the group are made up of the students enrolled in the health classes second semester at Skyline. The class enrollment comprises mostly sophomores and has a average class enrollment of 35.

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Method

• Five health classes were tested. The pre-test was given prior to the counselor coming in to present; the post test was given at the end of the presentation.

The students were given a multiple choice test consisting of ten questions in the pre-test and the post-test had an additional two questions about the presentations helpfulness and about how they would respond if they or a friend were in trouble. The responses to these questions were on a 3 -4 point scale.

- **Guidance Lesson Content See Attachment**
- **Curriculum and materials: See Attachment**
- **Project start and end dates. Month of April**
- **Class subject presented in: Five health classes were tested.**

- **Evaluation Methods:** The students were given a multiple choice test consisting of ten questions in the pre-test and the post-test had an additional two questions about the presentations helpfulness and about how they would respond if they or a friend were in trouble. The responses to these questions were on a 3 -4 point scale.
- **Counselors:** P. Martin, J. Berry, D. Nelson

RESULTS and DISCUSSION

The students responses in questions 1,2,4,5, 6, 7, 9, and 10 were 90 % correct responses. As one looks at question # 3 which ask would you (a). betray a trust and tell a responsible adult if you suspect the friend is suicidal or (c) try and talk your friend out of his/her feelings, the responses were 57% to tell a responsible adult and 39% to try and talk the friend out of it. We would want a higher percentage that would tell a responsible adult.

Question #8 showed a split response between (a) fact 42% and (b) fiction 58% on being sure that a friend REALLY needs help before telling an adult because teenagers are so hormonal. We would have liked a higher percentage saying this is fiction, because even a notion that someone is suicidal call for a friend to tell a responsible adult. It is possible that this question was stated in a confusing manner with a fact or fiction response.

Survey question 11 responses were that 42% felt the presentation was Very Helpful, 48 % felt it was Somewhat helpful and 10% said A little helpful.

Survey question 12 showed that 32 % of the students Strongly Agreed that one would tell a responsible adult if the student himself or a friend was suicidal, 43% Agreed, 16% Somewhat Agreed and 9% Disagreed. The idea that 9% or 16 students out of 167 would not get help is disconcerting.

Each of the three counselors presented the material a little differently and vary the different activities. In the lesson plan submitted by attachment is P. Martin's and has many varied activities. The follow-up would be to try and get a higher percentage of students that would tell a responsibly adult and would realize that one cannot simply "talk a friend out of their suicidal feelings. One suggestion would be to include Role-play involving the students in responding to being presented with a friend telling them that they planned to commit suicide.

Pre-test Questions 1-10 and Post-test Questions 1-10 plus 2 survey questions

1. What are the possible signs of someone experiencing clinical depression?
 - a. moody
 - b. poor attendance
 - c. temporary sadness over a recent move
 - d. a & b
2. What are the indications that someone is suicidal?
 - a. talks about feeling worthless
 - b. goodbye notes
 - c. withdrawn
 - d. all of the above
3. What is the most important action to be taken if you suspect that a friend or loved one is suicidal?
 - a. Betray his /her trust and tell a responsible adult; i.e. school counselor.
 - b. Take on the responsibility of spending every minute with your friend.
 - c. Try and talk your friend out of his/her feelings.
4. If you are feeling depressed, what should you do?
 - a. Self medicate
 - b. Talk over your feelings with your parents
 - c. See about being referred to a professional; i.e. MD
 - d. b and c
5. What are some life stressors and risk factors that put one at risk for depression
 - a. Recent loss
 - b. Family history of depression
 - c. Having gender issues
 - d. All of the above
6. Statistically, who is more at risk for suicide, male or female and why?
 - a. female because they are so emotional and act out more often
 - b. male because they talk less and use violent means

Depression: Fact or Fiction? a. fact b. fiction

7. Talking about depression or suicide will only make matters worse.
8. Teenagers are so hormonal and have such drama in their lives that one really needs to be certain before taking action to get them help.
9. Spring is the season when most suicides occur.
10. Suicide is on the increase in Utah.
11. Do you feel that the counselor's presentation was helpful concerning the suicide prevention issues? 1) very helpful 2) somewhat helpful 3) a little helpful
12. After hearing the presentation, are you more likely to go to a faculty member (such as a teacher, counselor, or coach) to seek help for a friend or for yourself?
 - 1) Agree Strongly 2) Agree 3) Somewhat Agree 4) Disagree

KEY

1. d
2. d
3. a
4. d
5. d
6. b
7. b
8. b
9. a
10. a

Health Class: Depression/Suicide Presentation

Materials: Overheads from *Why Try* curriculum, Quiz on myths, CD Player, CD of “I Am a Rock” by Simon and Garfunkel, Handouts from Rivendale on depression and suicide, contact phone numbers on small card to carry in wallet, beaker with water, color markers, candy for handing out to students on conclusion of presentation, overhead projector

I. Greeting:

- A. Happy to have the opportunity to discuss with you a very important issue.
- B. Goals: Dispel myths, warning signs, how to help, how to get help
- C. Stats, Raise hand if you know someone
- D. Quiz on myths/Discuss

II. Review Depression through Cooperative Learning groups(Choose Scribe) Students meet together for 5 minutes and then Scribe writes lists on board (Discuss with class)

A. Groups: Life Stressors

- 1. Social (relationships problems, appearance, moving, shy, family role changes)
- 2. Academic/School (grades, attendance issues, hassles, adjustments)
- 3. Physical illness (mind & body)
- 4. Emotional/Spiritual (belief system, family support or control issues)
- 5. Economic (divorce, illness, death, loss of job)

III. Symptoms (manifestations) Give Rivendale Handout

- A. Social - withdrawn, angry, temporal, lying, threats,
- B. School - low grades, missing assignments, poor attendance, fights
- C. Personal behavior - Risky - drug use, guns, knives, bombs, threatening or violent
Driving fast, drinking, extreme sports, destructive behavior, acting out sexual
- D. Physical - poor hygiene, unkempt, poor posture, tired, sleeps too much or too little,
sick more often, poor appetite, weight changes
- E. Emotional - crying, anxious, dark thoughts, distracted, detached, cutting oneself, low
self-esteem, negative messages, too much guilt, hopeless & helpless feelings

[Play DVD “I Am a Rock” by Simon and Garfunkel - Listen for clues of Depression]

IV. The Life of a Teenager

- A. Roller coaster, brain development frontal lobe (17 yr.), hormones fluctuate, growth
cycles vary, desire to be independent; yet, dependent, self-conscious, bombarded
with social issues

- B. Roller-coaster overhead types of decisions (From “Why Try” curriculum)

V. Sometimes a person will be hit with several things all at once, faulty thinking may result, [Use beakers, markers, water display] give examples of faulty thinking

- A. Possible Triggers
- B. Prolonged depression may result or the condition of chemical imbalance/mood swings
etc
- C. Downward Spiral (Draw picture on board) and mental state of hopelessness and help-
lessness. (Discuss Negative Thinking Patterns, p. 72,etc. State Core) [Over the
Wall overhead from “Why Try”
- D. Suicidal clues may begin (Examples of clues - list on board)
 - 1. Goodbye notes or verbal phrases
 - 2. Essays or Poetry or Pictures preoccupied with death, blood, violence
 - 3. Prolonged depression

4. Give away belongings and prized possessions
 5. Saying no one cares - no reason to live
 6. Self destruction, attempts
- E. Pass out 4 Case Studies by pair share, if time permits - discuss - ask their opinion and state clues

VI. Prevention

- A. Build Self-Esteem: Become involved in clubs, groups, develop a talent or interest, exercise, eat well, sleep well, get a physical check-up [overhead “Channeling” from *Why Try*.]
- B. Support System (Family, Spiritual Leader, Coach, Teacher, Mentor, Adult Friend, peers. [overhead of “Get Plugged In” from *Why Try*.]
- C. Recreation/hobby/relax: Read, listen to or play music or instrument, walk or run, play, humor

VII. How to Help A Friend

- A. Good Listener, non-judgmental, positive, encourage him/her to seek help and tell a counselor or family member, help to include in activities
- B. TELL A RESPONSIBLE ADULT
- C. Don’t keep the secret, you are not qualified, you do need the guilt
- D. Roll Play a conversation - your response [NAMI resource phone #s Cards & QPR Cards from USOE]

Finish by reading story about Kyle to show how one person can make a difference



Electronic Data for Skyline High 2008

Closing the Gap Results Report (Small Group)

School: Skyline High

Target Group: students with failing grades at midterm

Target Group selection is based upon: students with failing academic grades at midterm

Key Words: required after-school tutoring

ABSTRACT

This report shows student GPA improvement after participation in Skyline's ASAP (After School Achievement Program) during the first three terms of 2007-08. Students with failing grades in academic subjects at midterm were required to attend weekly tutoring sessions after school for the rest of the term.

PROJECT DESCRIPTION

Introduction

Skyline's Achievement Plan includes school-wide improvement goals in the areas of literacy, numeracy, and at-risk programs. Skyline's ASAP is one of these programs that has made a very positive impact. The ASAP program for students with failing grades has shown student GPA improvement, usually averaging 75%, all four terms this year. This weekly one-on-one with teachers gives our students the opportunity to receive needed support to pass their classes.

Two Skyline staff members run this program. One of our counselors collects and reports ASAP data and one of our teachers coordinates the communication with teachers and parents.

Participants

Students with failing midterm grades in math, science, history or English meet weekly for 45 minutes of academic tutoring for each failing grade. Sessions are held Monday through Thursday.

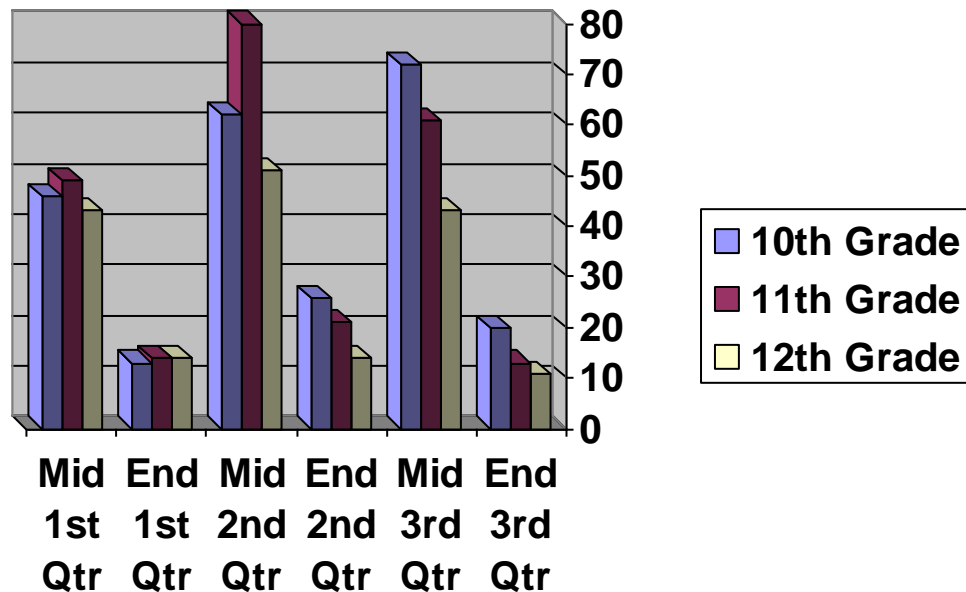
Method

Failing grades at midterm are noted by ASAP coordinators. Parents are sent a letter explaining the ASAP program with an expectation for their student to attend a 45-minute weekly session with their teacher for the rest of the term. Teachers may have a small group of students attend any of their session as all students from their classes would go to them if failing on that particular day, but a one-on-one time with the teacher is still the norm for the small group. Detention sessions are assigned to students who fail to attend without parental excuses.

Teachers are paid by the numbers of sessions they hold with their students after school.

Results

10th, 11th and 12th grade students with failing grades both at midterm and end of the term are represented with three bar graph shades and measured in increments of 10.



DISCUSSION

This report includes the data for three of the four terms for this year (2007-08). Data from term four is still being compiled at this time, 6/08/08. 2008 is the fourth year Skyline has made this valuable ASAP program available to our students and we have found that between 74 and 78% of our students move their status from “failing” to “passing” these academic classes as a result of their required after-school participation. Skyline administration and faculty feel that our ASAP helps us achieve our goals with our Achievement Plan especially with at risk students and will be continued for the 2008-09 school year.



ABSTRACT

We do a health class presentation on how to achieve a happy and more fulfilling life. We Instead of talking about suicide prevention, we focus on creating a rewarding abundant life while rebounding from life's adversities. Our results show that we are very successful in teaching the curriculum.

PROJECT DESCRIPTION

Introduction

Each semester, counselors present a suicide prevention workshop in all Health sections. Suicides is not mentioned as a behavior options. Instead, the focus is on positive thinking, stress management, and self-actualization. Students are encouraged to participate in learning activities, rather than just passive listening

Participants

- This curriculum is given to every health student at Taylorsville High. We gave it to approximately 693 students this year.
- We target 10th grade students. Health is required coursework for all sophomores.

Method

- **Guidance Lesson Content** At Taylorsville High School one of our promising practices is a workshop given to every sophomore student. We present the film, *Celebrate What's Right with the World* by Dewitt Jones. Then a discussion of the major points of the film are presented, the major points of the film are:

- 1) You see what you are looking for.
- 2) America is a land of great abundance.
- 3) Times of great change are times of great possibility.
- 4) If you recognize what is right with your world it unleashes your energy to fix what is wrong.
- 5) We need to ride the changes in our life like a surf board.
- 6) Live in the present, "be there" in your life as it happens.
- 7) Take yourself to the edge where you can soar.
- 8) Be your best for the world rather than the best in the world.

The workshop then proceeds to cover self esteem. Students are shown how to value themselves without comparing themselves to others. They examine what to value and what constitutes a positive adjustment. They learn how to deal with challenges in their lives and how to support each other. We help them recognize that love is everywhere around them, that they are of infinite worth, that the coincidences of there lives have meaning and purpose, and that we are all connected to each other in many seen and unseen ways.

- **Curriculum and Materials Used** We use the film, *"Celebrate What is Right with the World"* by Dewitt Jones. We also use the Disney cartoon, *"Boundin"* from *"The Incredibles"* DVD. We also use role play, learning activities and handouts.
- **Start and End Dates** We did the first semester group on October 5 - 8, 2007 and the second group on April 14-15, 2008. We take two days each semester.
- **Class or Subject in Which the Lesson will be Presented** Counselors go into the health classes to teach this curriculum.
- **Evaluation Methods** – We gave a pre-test and a post test to a majority of class every student.

RESULTS

We received recognition this year for our curriculum as a *Promising Practice In Character Education* from the Community of Caring Organization.

Statistical Evaluation of the Curricula Data

When looking at the data set below a few areas are the most telling.

The first areas of interest are the Mean scores on the top of the data. By using a Paired Samples test we were able to compare student's changes in scores from the pretest to the posttest. We did this by averaging the scores for the group and coming up with a mean for both conditions. The difference in the mean scores was 5.65 points, which is tremendous. From this we deduce that the intervention was the chief cause of this shift in scores.

The second area of interest on the data sheet is the t-score of -14.344. While the score is negative we could think of it as an absolute value of 14.344, the negative is meaningless. This score describes the effectiveness of the intervention. Another helpful way to think about this score would be to use standard deviations (SD). Movement of one SD is considered a significant change. For this intervention the SD moved 1.4 points. Once again, this is an extremely large shift and considered extremely significant.

The last area of interest within the data set is the Sig. (2-tailed) section with a value of .000. Any value under .005 in this box would be considered significant. Our value is much less, making the case of significant change even greater.

From this 2nd semester data we have shown that our intervention was effective and worthwhile.

Paired Samples Statistics

	Mean	N	Standard Deviation	Std. Error Mean
Pair 1 Pretest	18.23	196	3.150	.225
Posttest	23.88	196	4.654	.332

Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Pretest and Posttest	196	.039	.588

Paired Samples Test

	Paired Differences					t
	Mean	SD	Std Error	95 % Confidence level		
			Mean	Lower	Upper	
Pair 1 Pretest Posttest	-5.653	5.528	.394	-6.430	-4.876	-14.344

Paired Samples Test

	df	Sig. 2 tailed
Pair 1 Pretest Posttest	195	.000

Discussion

We do a “*Choose to Live*” strength-based suicide prevention curriculum. We never discuss suicide as a possible solution or outcome. We role play how to handle depressing situations and teach positive thinking and coping skills. It is very difficult to quantify the curriculum’s effect on the lives of individual students. We do know that the rash of suicides we suffered in the past have abated. We have gone several years without a suicide. Our staff is greatly relieved about that. However, we realize that the many complex factors contributing to student suicide can be beyond our control. We notice that the students actively participate in our curriculum and express gratitude in their comments. The health teachers are anxious to have us come and openly endorse our concepts. We share our goals with the entire faculty so that they can reinforce the concepts in their classes.